DOCUMENT RESUME

ED 439 996 SO 031 266

TITLE	C-SPAN in the Classroom: Campaign 2000 Topics.
INSTITUTION	C-SPAN, Washington, DC.
PUB DATE	1999-00-00
NOTE	44p.; For other documents on Campaign 2000, see SO 031 265-267.
AVAILABLE FROM	C-SPAN, 400 North Capitol St., NW, Suite 650, Washington, DC 20001. Tel: 202-737-3220. For full text: http://www.c-span.org/classroom/lessonplans/campaign/campaign2000.asp.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Elections; *Political Candidates; *Political Issues; *Presidential Campaigns (United States); Presidents of the United States; Secondary Education; Social Studies; *Voting
IDENTIFIERS	C SPAN

ABSTRACT

These C-SPAN lesson plans focus on U.S. presidential campaign 2000 topics. The broad divisions for the 11 lesson plans are: (1) "Roles of the Media--Spin"; (2) "Roles of the Media--Polls"; (3) "Fundraising: Early Money"; (4) "Campaign Advertising: Language of Advertising"; (5) "Campaign Advertising: Issue Ads"; (6) "Issues: Defining the Differences"; (7) "Issues: Single Issue Campaigning"; (8) "Issues: Analyzing Presidential Candidate Policy Speeches"; (9) "Voter Appeal: Demographics"; (10) "Voter Appeal: The Undecided Voter"; (11) "Voter Appeal: Presidential Candidate Profile Interviews." Each lesson plan contains an activity overview, a calendar connection, student objectives, a list of materials and tools needed, and a procedures section. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

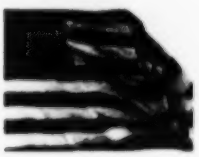
ED 439 996

YOUR ONLINE RESOURCE FOR POLITICS

CAMPAIGN 2000 C-SPAN

C-SPAN in the Classroom

Campaign 2000 Topics



http://www.c-span.org/classroom/lessonplans/campaign/campaign2000.asp

SO 031 266

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

L. Heller

BEST COPY AVAILABLE

Campaign Topics
Table of Contents

Roles of the Media
- **Spin**
- **Polls**

Fundraising
- **Early Money**

Campaign Advertising
- **Language of Advertising**
- **Issue Ads**

Issues
- **Defining the Differences**
- **Single Issue Campaigning**
- **Analyzing Presidential Candidate Policy Speeches**

Voter Appeal
- **Demographics**
- **The Undecided Voter**
- **Presidential Candidate Profile Interviews**

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Roles of the Media - Spin

Activity Overview

Students will watch C-SPAN's campaign programming to observe and decode the ways candidates' spokespeople "spin", or present one-sided information to reporters.

Calendar Connection

This activity extends the Roles of the Media Spin Mini-Lesson located in the Campaign Overview section of the Educators' Calendar.

Objectives

Students will:

- Role play a campaign reporter and a campaign spokesperson.
- Understand and evaluate the roles of reporters and campaign spokespeople.
- Learn how "spin" plays a role in campaign media reports.
- Observe the interaction between reporters and campaign staff on C-SPAN's Road to the White House.
- Investigate the way "spin" is included in campaign stories on C-SPAN's Washington Journal.

Materials and Tools

- Videotapes of C-SPAN's Road to the White House and

- Washington Journal programs
- Copies of a printout of "Campaign Questions" (see below)
- Copies of at least one campaign news story that includes a quote from a campaign spokesperson

Procedure

1. Play for students a brief video excerpt of C-SPAN's Campaign 2000 coverage of any campaign event featuring a candidate. Pause the tape. Tell students that often, after a candidate has made a speech to an audience, the candidate's spokesperson may meet with reporters in attendance to answer questions, and spin the reporters' perceptions of the event.

   Ask students to imagine the dialogue that takes place. What type of questions does the reporter ask? What guidelines are the spokesperson following when providing answers?

2. Introduce the concept of "spin" on the campaign trail:

   Spin (verb): to present information in a way that is biased to favor a particular candidate.

   Spin (noun): the biased information.

   Why would a campaign spokesperson use every opportunity to engage in spin when communicating to print and broadcast journalists? Is this ethical? At what point might "spin" cross the line into deception? What is the reporter's responsibility in identifying or reporting "spin"?

3. Play a clip of C-SPAN programming that shows a candidate or spokesperson "spinning" the media.

4. Hand out copies of the dialogues below (which is also printed on the back of the Spin Card in the Educators' Calendar). Illustrate Spin by having students pair up, read the dialogue and improvise the rest of the questions and answers.

Dialogue 1

Reporter: "Was Candidate X happy with her performance in the debate?"

Campaign X Spokesperson: "Absolutely. We feel she won the debate hands-down by sticking to the issues and outlining her views which are 100 percent in-line with the views of the American people."

Dialogue 2

Reporter: "Was Candidate Y happy with his performance in the debates?"

Campaign Y Spokesperson: "We are very pleased that Candidate Y was able to speak directly to the people in the country and show himself to be the candidate with the most integrity, willingness to listen and ability to lead the country."

5. Share with students a campaign story that offers an opinion quote, or some spin from a campaign spokesperson. How did the reporter obtain this quote? Is the quote a fact or an opinion? What words indicated that it is an opinion? Who might hold another opinion? How does the reporter provide context for the quote? What purpose does the quote serve in the story?

6. Have students return to their pairs and continue to role play, using the following "Campaign Questions" as starting points. Students who are role playing "reporters" should ask the questions AND their own follow-up questions. The students who are role playing "spokesperson" should "spin" answers. Students should switch roles half-way through the questioning period.

Campaign Questions

a. What's your next campaign stop? Can you explain your decision to speak to that group?

b. Are you going to campaign in that state? Why are you going to campaign in that state?

c. What is your tax cut proposal? Does your tax cut proposal have a chance of making it past Congress?

d. How much money have you raised this quarter? Compare your fundraising efforts to those of the front runner.

e. When will you choose your running mate? Why did you choose "Y" as your running mate?

7. Review the role play activity. Have students share some of their follow-up questions and answers.

   Evaluate the role of the spokesperson: Which questions were easier to spin? Which were more difficult? (The first question in each pair called for a fact, so the first questions may have been more difficult to spin than the second question, which called for an opinion.)

   Evaluate the role of the reporter: Is it possible to get beyond the spin with follow-up questions? Where else can reporters go for information to ensure that their stories are not one-sided? Should reporters include spin? How? (i.e. clearly attributing quotes, and including factual information, or observations from unbiased sources to provide context.) Is the spin itself an appropriate topic for a story?

8. Observe candidates, and their staffs' interactions with the media on C-SPAN. Describe the reporters' behavior. Describe the behavior and appearance of the candidates and their staffs. How are they dressed? How do they physically approach one another? What is their tone and demeanor? Friendly? Professional? Hurried? Draw comparisons between the results of your role plays and actual campaign footage. What does "spin" look like?

9. Watch C-SPAN's Washington Journal and observe the way reporters react to "spin". How are journalists writing about the campaigns? Do they include "spin"?

10. Continue to observe media practices throughout the campaign. Do the candidates who spin information most effectively receive the most favorable press?

Additional Activities

1. Identify two news stories that contain spin and compare the ways the reporters used the information in their stories.

2. Write up a set of "Guidelines for Campaign Spokespeople". Include a list of words, phrases and sample q & a that will guide spokespeople in handling the press.

3. Contact candidates' campaign headquarters directly and interview a staff member about the role of spin in their campaign.

4. Research ways which candidates during the 18th and 19th centuries engaged in spin.

5. Research ways which candidates in other countries engage in spin.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Roles of the Media - Polls

Activity Overview

Students will learn how poll data is acquired and how it is used in campaign news stories.

Objectives

- Explain polling vocabulary and define terms.
- Understand how poll results are used in campaign news stories.
- Conduct a poll, and interpret the results.

Materials and Tools

- Videotaped clips of C-SPAN's Washington Journal
- newspaper roundtable featuring a discussion on campaign
- news stories that contain polling data
- Copies of newspaper stories containing polling data
- Internet access

Procedure

Part 1: Preparation

a. Introduce students to the following scenario: A group of friends during late summer discuss the new school year.

"What classes should we take?"

"Are you going to play volleyball?"

"Do you think the new science building will be ready?"

These friends are "polling" one another's opinions. Using the answers to each question, the friends asses the situation and make a decision: Sign up for ceramics and western civilization; play intramural volleyball, not varsity; expect the science building to be open.

b. Ask students if they have ever seen poll information used in a news story. Students may be familiar with pie graphs or bar graphs showing poll results in newspaper stories, or have heard television anchors begin reports with, "63 percent of Americans believe..."

Pose the following question to students: How are polls used by the media in political campaigns?

c. As a class, scan news stories that contain poll results. Watch videoclips of C-SPAN's Washington Journal wherein guests discuss the use of polls in campaign news stories. What is the bigger story about? How is the poll information being used? How valuable is polling data to the average person who is trying to learn about the candidates and their campaigns?

Part 2: Construct a question for a poll

a. Devise a question for your poll. Think ahead a bit to the news story in which you would like to include the polling data. Do you have any observations about this year's campaign that you would like to illustrate with polling data?

Pollsters must craft a precise question. Pollsters must be careful to present questions that do not bias or influence the respondents' answers. Construct your question accordingly.

b. Consider the following when crafting your question. Questions may be one of two types:

Close-ended: one that offers a predetermined set of possible answers (i.e. Did you vote for the incumbent in the last election?)

Open-ended: one that allows a respondent to answer in his or her own words (i.e. What factors will determine who you vote for in the next election?)

Questions can solicit different types of information:

A point of view: Should states work to preserve land?
A priority: What is more important, the education or the economy?
An attitude: Do you believe the country is better off today than it was four years ago?
A past action: Did you change jobs to make more money last year?
A future action: Would you vote for an independent?

Part 3: Choose an audience to poll

a. Pollsters can't survey everyone, so they work hard to obtain a group that is small, but similar in make-up to the larger group they want to question. In poll-speak, this sought-after group is called a "representative sample".

b. Now, to get more mileage out of the poll results, pollsters may ask each respondent to identify his or her age, race, education level, home state or other personal characteristics, known as "demographic data". Demographic data allows for a more detailed analysis of the poll results. Prepare to gather a representative sample of 10-15 people in your community.

c. Create a printed "survey" with your question, and any demographic data you want to obtain. Access the following model to conduct your survey.

d. Establish procedures for conducting the poll. Will you call respondents, or visit them in person? Will you read the questions to respondents, or will they mark the survey? Practice polling one another in class. Be sure to speak and behave in a manner that will not influence the respondents, i.e. speak slowly in a neutral tone of voice.

Part 4: Summarize your Poll Results

a. Organize and prepare to use your information in a news story:

Make a bar or pie graph reflecting the poll results for each demographic category.

Make some general observations and statements about results in various demographic categories.

Draw up two lists: one that offers some conclusive analysis of your poll, and one that lists questions raised by your poll, or conclusions that it hints at, but perhaps require additional data.

b. Write a news story

Craft a lead paragraph to a story that reports your class poll results. Now develop an outline for the rest of the story: Who do you want to interview? What background, or historical information will you include?

Additional Activities

1. Conduct another poll, this time asking respondents to describe whether or not polling data should be included in campaign news stories.

2. Watch a segment of C-SPAN's Washington Journal that features a policy discussion with viewer calls. Conduct a poll based on the viewer calls and comments. Write a news story about your poll results.

3. Explore the ways candidates use polls in to help them craft their campaign messages and strategies.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Fundraising: Early Money

Activity Overview

Students will watch C-SPAN to chart presidential candidates'fundraising efforts, and evaluate the importance of fundraising in the presidential election process.

Objectives

Students will:

- Define vocabulary related to campaign fundraising.
- Understand the role of money in campaigns.
- Observe the ways candidates raise and spend money.
- Explore the relationship between fundraising and campaign strength.
- Chart the progress of candidates' fundraising throughout the campaign season.

Materials and Tools

- Videotapes of C-SPAN's Campaign 2000 coverage and Washington Journal
- Printout of Fundraising Chart
- Internet access

Procedure

Part 1: Introduce Students to the Following Vocabulary:

Early money: Campaign money given before or during the early presidential primaries. These funds are important because the help a campaign establish momentum.

Soft money: Largely unregulated campaign funds that are given to national parties and interest groups and not candidates. This type of funding has recently emerged from an existing loophole in the campaign finance laws.

Political Action Committee (PAC): Organizations which make campaign contributions to candidates and engage in other election-related campaign activities. There were approximately 4,000 PACs in 1996.

Lobbyist: A person who attempts to influence the policymaking of government. They are often accused of using money to gain access to powerful public officials.

Federal Election Commission (FEC): Created in 1974 in reaction to Watergate era campaign funding abuses, the FEC's chief functions are to administer the public financing of presidential campaigns and to regulate the campaign fundraising process.

Part 2: Analyze Fundraising Activities

Tell students that the Clinton and Dole campaigns spent $232 million during the 1996 presidential election cycle.

Ask students: How do candidates' obtain funds? How do candidates spend funds? Visit the Federal Election Commission web site to view filings for quantitative information about campaign fundraising.

Prepare students to explore the question, by looking at the issue in two parts:

a. Raising money

Play videotaped excerpts from C-SPAN's Campaign 2000 coverage that show donors, or potential donors to candidates or political action committees. Show videoclips of candidates asking for donations, or referring to donations (i.e. "I need your support.")

In addition, view C-SPAN's Washington Journal and research other sources to answer these and related questions:

Who donates to presidential campaigns?
Do candidates ask potential donors for money? By phone, by mail or in person?
When and where is an ideal time and place to solicit a donation?
What steps can be taken to follow up after a donation is requested or received?
Why do individuals and groups donate money to presidential campaigns?

b. Spending money

View C-SPAN's Campaign 2000 coverage to observe first-hand how candidates are spending money. To obtain more information about the expenditures of candidates, show videoclips of Washington Journal programs which offer discussions on the day's campaign stories. Research other sources to answer these and related questions:

What are the expenditures of presidential campaigns? Staff? Office space? Transportation? T-shirts? Buttons? Equipment? Food? Long distance phone bills? Postage?

If a campaign has limited funds, how do campaign managers decide what to spend money on?

What must a campaign spend money on? What costs are optional?

How do campaigns spend money in order to make more money?

Part 3: Discuss Observations

Consider what you have observed. So far in the campaign, is there any observable correlation between overall fundraising success and voter appeal? What is the value of early money?

Additional Activity

Quarterly, have students visit the FEC web site to obtain and then chart fundraising data for each presidential candidate. List the candidates' names on the horizontal bar; and mark their fundraising totals with bar graphs, using the increments on the vertical bar.

Each succeeding quarter, extend the bars (but use a different color) so that each reflects the total accumulation of funds, and a quarterly breakdown.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Campaign Advertising: Language of Advertising

Activity Overview

Students will watch and discuss presidential campaign advertisements to discover how candidates use verbal and visual language to influence voters.

Objectives

Students will:

- Discuss the role of campaign advertisements in influencing voters.
- View campaign advertisements and explore how candidates express their messages.
- Discuss various ways language in advertising can be a type of propaganda technique, and identify examples in real advertisements.
- Work in groups to create a campaign advertisement, and make a class presentation.

Materials and Tools

- Videotapes of campaign commercials from C-SPAN's Campaign 2000 programming
- Student copies of candidate advertisement worksheet (see below)

Procedure

1. Ask students: What is the purpose of a television commercial? What do you expect to see

in a television commercial? Have students list examples of visual language: images, camera angles, cuts, fades, colors, lightness/darkness, graphics, symbols, etc.; spoken language, and sounds they have encountered when viewing commercials.

Choose a popular commercial with which most students are familiar. First identify the literal, verbal and visual messages expressed. Then draw some conclusions about the meaning of the language or the interpreted messages.

2. Ask students: What do you expect to see in an advertisement that is intended to "sell" the viewer on a presidential candidate? What should a commercial show and say?

3. Discuss with students the roles of commercials in political campaigns. Students may conduct some research on the way campaign commercials have evolved, and how they fit into the larger array of activities a candidate undertakes in a campaign.

4. Write the following propaganda techniques on the board, and discuss them with students:

   Bandwagon: The ad urges the listener to follow the crowd. For example, "Americans are realizing candidate ____ cares...."

   Card Stacking: The ad presents facts presenting only one side of an issue.

   Glittering Generalities: The ad makes broad, vague statements that don't offer authentic information.

   Name Calling: The ad uses words that evoke strong negative feelings.

   Plain Folks: The candidate claims to be one of the "common people."

   Testimonial: The ad includes endorsements from individuals, perhaps a celebrity.

   Transfer: The candidate uses symbols to send a message that does not correspond with the truth. For example, men and women in uniform may appear in an ad making a candidate appear to be "pro-defense" when the candidate in fact may nothave a record or views that correspond with such beliefs.

5. Provide the students with copies of the following activity to complete while viewing several campaign commercials from C-SPAN's Campaign 2000 programming.

Student Activity

Candidate name: _____

Commercial Title: _____

a. What are the dominant visual images? What are the dominant spoken images?

b. What is the tone? Do the words spoken ask questions? make demands or challenges? promises?

c. Who is speaking?

d. List some specific words or phrases used to describe the candidate.

e. Does the candidate directly address an issue? List the issue,and what is said.

f. What physical setting is the candidate placed in? What is the candidate doing in that environment?

g. List the propaganda techniques you recognized in the advertisement.

h. Who is the target audience?

6. Divide students into groups and have each group focus on one of the campaign advertisements viewed. Instruct students to review their analyses of their assigned commercial and draw some conclusions about:

The literal messages in the commercial
The interpretive messages in the commercial

Students can write an extended paragraph about the commercial analyzing its content, its effect on the viewer, and any intended effects.

7. Then, based on what the students observed, instruct them to create a storyboard cartoon of a commercial for an imaginary candidate mirroring the strategies in the commercial they are studying. Have them present their commercials to the class.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Campaign Advertising: Issue Ads

Activity Overview

Students will study issue ads to understand 1) why they are created, 2) how they are used to support a stance on a policy issue, and 3) how they are used to indirectly support candidates.

Calendar Connection

This activity extends the Campaign Advertising: Issue Ads Mini-Lesson located in the Campaign Overview section of the Educators' Calendar.

Objectives

Students will:

- Identify an issue ad.
- Understand why issue ads are created and aired during campaigns.
- View and analyze some issue ads.
- Create an issue ad.

Materials and Tools

- Videotapes of several issue advertisements
- Copies of "Issue Ad Outline"
- Internet access

Procedure

Part 1: Preparation

a. Ask students: What is the purpose of a television commercial? What do you expect to see in a television commercial? Have students list images, words and phrases, and sounds they have viewed in commercials.

b. What do you expect to see in an advertisement that "sells" or advocates a stance on a policy issue, i.e. for or against gun control, affirmative action, gay rights. What should such a commercial show? say?

c. Explain to students the roles of issue ads in political campaigns. While individual candidates create and air television advertisements "selling" their candidacy to viewers, the amount of money they raise and spend is limited by federal law. Organizations such as "Citizens for/against Bilingual Education" are less regulated, and therefore have an opportunity to create advertisements that primarily support a stance on bilingual education, but in doing so, indirectly support a particular candidate. (See lessons on Fundraising to explore this topic further.)

d. List some presidential candidates on the board in front of the classroom. Next to each candidate's name, list some issues with which the candidate is associated. Have students brainstorm some organizations associated with those issues.

(If necessary, visit the candidates web sites through C-SPAN's web site to answer these questions.)

Part 2: Student Activity

a. Have students pick one organization for which they will create an issue ad. Students can conduct additional research on the organization and the issue in preparation for creating an ad.

At this time, hand out copies of the Issue Ad Outline below (which is also printed on the back of the Issue Ads Card in the Educators' Calendar). Students will use this outline to analyze some issue ads, and create an outline for their own ad.

Issue Ad Outline

Issue:_____

Position: _____

Sponsoring organization:

_____

Visual images:

_____

_____

_____

_____

Tag line:

_____

Candidate supported indirectly by the ad:

_____

c. Show some issue ads that aired on C-SPAN via videotape or archive online footage. Instruct students to use the outline above to take notes on each ad. Draw some additional conclusions:

- How does the issue ad attempt to persuade the viewer?
- Does the ad emphasize the worthiness of the issue?
- Does the ad make an emotional appeal to the viewer?
- Does the ad support their claims with facts and details?
- Do the visuals support the position?
- Does the ad make a connection to a candidate? directly? indirectly? How?

d. Students will use the above outline to create their own issue ad for the organization selected. Students will create a story board for their ad, similar to a cartoon strip, marking the visuals and voice over for each segment of the advertisement.

Part 3: Discussion

a. Students can share their ads with the class. The class can use the same questions used in Part 2 to evaluate and provide feedback for one another's work.

b. Evaluate the effectiveness of issue ads within presidential campaigns. Are they just as effective at promoting a candidate as a candidate's own ad? more? or less? Explain.

c. Debate the following statement:

> Issue ads are an appropriate campaign strategy in a democracy because elections should emphasize issues, not just people.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Issues: Defining the Differences

Activity Overview

Students will observe how presidential candidates present their stances on issues and will practice identifying and analyzing policy statements.

Calendar Connection: This activity extends the Issues: Defining the Differences mini-lesson located in the Campaign Kickoffs section of the Educators' Calendar.

Objectives

Students will:

- Search various media outlets for examples of candidates expressing messages on policy issues.
- Identify instances wherein two candidates deliver a message which address the same issue. Analyze the differences in the way two candidates deliver their message.
- Evaluate the reasons why candidates address issues in speeches.
- Draw conclusions on the ways voters critique candidates issue messages.

Materials and Tools

- Videotapes of C-SPAN's campaign coverage and/or online archive of C-SPAN's

campaign programming.

- Candidates' web sites
- Print material from various campaigns (optional)
- Copies of charts below

Procedure

Part 1: Preparation

a. Americans frequently express the opinion that political candidates should spend more time addressing policy issues such as education, the environment, foreign policy and military funding. Ask students their opinions. Should candidates address issues on the campaign trail? When? Where? To whom? Write the following questions on the board for students explore:

How do candidates craft their issue messages?

How do candidates deliver issues messages?

How do audiences interpret and evaluate these messages?

b. Ask students the question, "How do political candidates make the public aware of their own positions and beliefs?" Have students create a list. Students' responses may include public speeches, television interviews or advertisements, press releases, outdoor advertising, books, brochures, bumper stickers, buttons, etc.

c. Have students search candidates' web sites, asses print materials and view C-SPAN's campaign coverage featuring the candidates expressing opinions on policy issues. Students should identify examples of two candidates expressing an opinion on the same issue.

Part 2: Student Activity

a. Prepare to analyze students' findings. Consider the following criteria, or others the students believe would be valuable in analyzing issue messages.

b. Criteria for Analyzing Candidate Issue Messages:

Personal connection: Does the candidate have a strong track record of work on this issue? Does the candidate have a personal connection or interest in the issue? How much do these factors affect the issue message?

Medium: How does the medium through which a policy statement is presented affect the issue message?

Audience: What audience is the candidate addressing? Does the audience have an

impact upon the message? To what extent?

Opponents: What are the stances of the candidate's primary opponents stances on the issue? Do their opponents' stances affect the issue message?

Current events: Is this issue prominent in the news? Is there current legislation pending on this issue? Has it been popular for other candidates to address it? Has the press been raising the issue? How have current events affected the candidates' issue messages?

c. Students can construct a rubric based upon the class discussion. The rubric should be constructed to reflect the content of the class discussion. The following rubric is presented as an example of what your class may construct (and is based on the criteria listed in step 2 above):

	Candidate 1	**Candidate 2**
Personal Connection	?	?
Medium	?	?
Audience	?	?
Opponents	?	?
Current Events	?	?

d. Use a Venn Diagram (like that on the back of the Defining the Differences card in the Educators' Calendar to chart the similarities and differences in the ways the candidates define the issue and their proposed solution for addressing the issue.

Part 3: Discussion

a. Lead a class discussion about the information that your students have gathered.

- If you are a candidate, do the actions and positions of your opponent have an effect on the issues you address?
- Are there ever times when a candidate should change his or her position on an issue?
- Why, at times, might candidates be reluctant to address certain issues? If you were a candidate, would you speak about these same issues?
- How do different candidates address the same issue?

- Do members of the same political party deal with issues in the same way?

- What must voters do in order to analyze candidates' positions on issues? What if two candidates had very similar positions on an issue? How should a voter determine which candidates' views are more closely aligned with his or her own?

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Issues: Single Issue Campaigning

Activity Overview

Students will determine how and why candidates choose one issue to highlight in their campaign messages.

Objectives
Students will:

- Analyze why focusing on one issue may help a campaign.
- Identify the top issues in the current campaign.
- Determine why each campaign has chosen a particular issue to prioritize/
- Anticipate variables that may affect each campaign's issue priorities.
- Make Election Day predictions based on observations of Campaign 2000.

Procedure

1. Lead the class in a discussion about the reasons a candidate may choose one issue on which to build his or her campaign message. Ask students if they have ever heard the phrase "It's the economy, stupid." Point out that the phrase was used by the Clinton/Gore 1996 campaign to identify their top issue. Why was the economy the campaign's top priority? Was it an effective campaign? Why?

2. In Campaign 2000, what issues do the candidates address repeatedly in their campaign commercials and appearances? Why are these issues their top priorities? Have students discuss some reasons why certain issues might gain top priority.

Reasons for choosing a top issue Because it is:

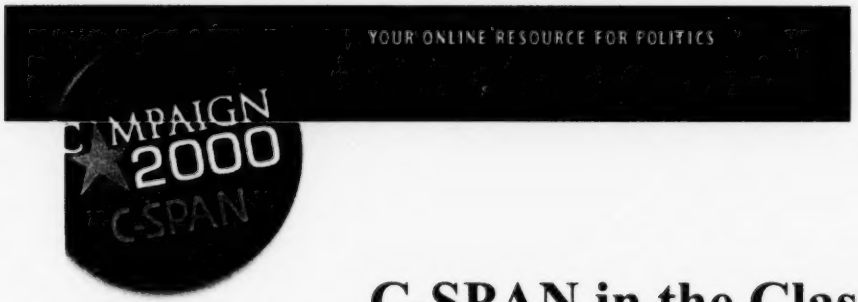
- on the agendas of popular candidates for governor, or Representative or Senator;
- on the agenda of the current administration;
- a response to an international event or trend;
- a response to a domestic event or trend;
- a response to a powerful interest group;
- popular with voters, according to polls;
- the issue that the candidate cares the most about.

3. Copy and distribute the handout. Watch C-SPAN's campaign coverage featuring candidates, and Washington Journal for a discussion of campaign new stories.

4. Discuss students' findings. Which candidates are most effective at communicating their top issue? Why have certain issues risen to the top?

5. Assuming their goal is to win the election, should candidates focus on one issue? Why or why not? What if their goal was to run the most ethical campaign? Would it be acceptable to focus the campaign message on just one issue? What is the responsibility of the voters when candidates focus on a single issue? What is the media's responsibility?

6. Based on your observations, make some predictions about Election Day. Which campaign will appeal to the most voters? How might unforeseen events impact candidates' efforts to stay "on-message"?



C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Issues: Analyzing Presidential Candidate Policy Speeches

Activity Overview

1999 C-SPAN Teacher Fellow John Frank developed this Teacher Guide to use with C-SPAN's coverage of Presidential Candidate Policy Speeches.

"This Teacher Guide can be used to instruct student on how to identify public speaking techniques used by political candidates and is designed for use while viewing campaign speeches aired as part of C-SPAN's Campaign 2000 programming.

Students can become more critical observers of the political system by learning to "read" and interpret messages communicated by candidates in the wide variety of speeches delivered on the campaign trail. These messages may both be verbal and nonverbal in nature.

The goal of this lesson is to increase a student's ability to analyze and critique political speeches. Students will be able to analyze political rhetoric and critically assess a candidate's suitability for the presidency."

Before Viewing C-SPAN's Campaign 2000 Programming

What can a candidate accomplish through a campaign speech? An audience member can critique the speech by continuously asking, "What is the candidate seeking to accomplish?" Some of the answers will be in the text of the speech, the delivery and the staging.

Brainstorm with students some possible goals of a candidate's speech and offer some ways an audience member can identify these goals. Consider in your discussion the following possible questions that seek to identify the goals of a speech:

a. Is the speech designed to build enthusiasm for the candidate? (Presence of balloons, animated supporters on stage, the use of music, gesticulation, etc.)

b. Does the speech highlight the uniqueness of the candidate? (What I believe, My position/program is, What makes me different, Extensive use of the words I, mine and me.)

c. Does the candidate advocate the continuation of an existing program or agenda? (We have begun, I will continue, Let us build, references to existing policies or programs, extensive use of the words we, our, and us.)

d. Is the candidate seeking to establish a new policy? (Key words to listen for include change, new, begin; mentions of specific proposals, and strategies for achieving them.)

e. Does the candidate seek to connect personally with the audience? (Anecdotal, personal stories, I remember when I was starting out, growing up, My parents taught me)

f. Does the candidate seek to discover how the audience feels about an issue? (The candidate asks questions, the candidate changes her/his message based upon audience response, the candidate couches some statements with words such as mayybe, it's possible, as far as I know)

g. What symbolism do we see associated with the event? (What type of clothing is the candidate wearing? Where was the event held? Does the candidate stay at the podium or travel into the audience? Are there any props or slogans used on the stage?)

While Viewing C-SPAN's Campaign 2000 Programming Directions: View a candidate's campaign speech from C-SPAN's Campaign 2000 programming and complete the following study guide.

Campaign 2000: Race for the Presidency
Presidential Candidate's Campaign Speech Study Guide

Name of the presidential candidate:

Audience to which the speech was given:

What issues were addressed in the speech? (If the speech focused on one issue, what were its components?)

1.

2.

3.

4.

others:

What policies were proposed to address any problems the candidate associates with the above issues?

1.

2.

3.

4.

others:

What rhetorical devices does the candidate use in delivering the message?

1.

2.

3.

4.

others:

After Viewing C-SPAN's Campaign 2000 Programming

Note to teachers: These questions can either be given to students for individual responses or answered by the entire group of pupils as a tool to promote class discussion.

Part One

Why did the candidate deliver this speech? If you check more than one goal, rank each according to its prominence in the speech.

____ To build enthusiasm for her/his campaign.

____ To differentiate herself/himself from other candidates

____ To discover what issues the audience thinks is important.

____ To promote an existing policy.

____ To promote a new policy.

____ To react against a current policy.

Part Two

If you were to give this speech a title, what would the title be?

How would you rate the effectiveness of this speech? Explain your answer with details from the program and analysis.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign Topics
Voter Appeal: Demographics

Activity Overview

Students will watch C-SPAN's Campaign 2000 programming to observe how candidates present both themselves and the issues to different segments of the voting population. Students will then study the impact these demographic groups are having on the campaign.

Working in small groups, students will generate lists of demographic groups and Campaign 2000 issues. Students will then take on the role of a candidate to write public policy statements to influence various demographic groups. Emphasis is placed on critical thinking and effective writing skills.

Calendar Connection

This activity extends the Voter Appeal: Demographics mini-lesson located in the Campaign Kickoffs section of the Educators' Calendar.

Objectives

Students will:

- Compile a list of various demographic groups and Campaign 2000 policy issues.
- Determine and discuss the underlying reasons demographic groups take stances on selected Campaign 2000 issues.

- Write candidate policy statements to influence the various demographic groups.
- Learn how demographics can impact presidential candidates and the campaign process.

Materials and Tools

- Videotapes of selected segments of C-SPAN's Road to the White House and Washington Journal.
- Copies of form entitled "Developing Policy Statements".

Procedure

Part 1: Preparation

a. Introduce the topic of demographics and its impact during the campaign process. Offer the following definition:

Demographics: (noun) the statistical data of a population, esp. those showing average age, income, education, etc.

b. Engage students in a class discussion to prepare them for their study. Raise and consider the following questions:

1. Must a candidate appeal to different segments of the population? Why or why not?
2. How can a candidate tailor a campaign message to one segment of the population?
3. What are some different demographic groups?
4. Do different demographic groups feel the same way on public policy issues? Why or why not?
5. Where can a candidate find demographic information? i.e. US Census Bureau, market research groups, polling organizations etc.

c. List some ways candidates can appeal to different people. Note that these demographic breakdowns can be simple-male or female-or more complex like "soccer mom" or retirees. A candidate might appeal to a "soccer mom" by giving a speech on "suburban sprawl", or by attending national PTA convention. A candidate might appeal to retirees by communicating a message about social security, or attending a breakfast hosted by AARP (American Association of Retired Persons.)

d. Play for students the opening seconds of two campaign events covered by C-SPAN. Each event should feature the same candidate delivering a "stump speech." The excerpts should differ in the audience to whom the speech is delivered. Ask students to look carefully at the audience.

1. Who are they?

2. How would you describe these two groups to the candidate?

3. What might their concerns be regarding public policy issues?

Based on the above noted factors, ask students to make a prediction on how the candidate will tailor the messages of the stump speech to appeal to the two demographic groups.

e. Finish viewing each of the video clips. Ask students to note the differences and similarities of these two speeches in terms of the content and style of the speech. How did the candidate present himself or herself to the two different demographic groups? What did the candidate say to each group? What was the difference in tone? What reasons can you offer for these differences (and any similarities)?

Part 2: Student Activity

a. Hand out copies of the form below entitled, Developing Policy Statements. Have students pair up to complete a campaign speechwriter's draft for a candidate's policy speech to a targeted demographic group. You might choose to assign students a demographic group and issue to ensure variety and get student pairs started.

Developing Policy Statements

Our assignment: _____

The candidate is scheduled to speak to _____ about _____.

Background information and outline of the speech:

1. Describe the demographic group; include as much information as possible.

2. Identify an issue of concern for the defined demographic group. Describe the issue.

3. List the reasons which the demographic groupcares about the issue; include any relevant current events.

4. Outline a policy statement for a candidate who will speak to the defined demographic group about the defined issue.

b. Have students present their policy statements to the class. Students explain rationale for the statement using information from their Policy Statement Form.

Part 3: Discussion

a. Engage in class discussion. Consider the following questions:

1. Should candidates use demographic information to influence demographic groups? Why or why not?

2. Can demographic groups mobilize to influence a candidate in the election process? Why or why not?

3. Do candidates run the risk of alienating segments of a population by paying attention to demographics? Why or why not?

b. Continue the class discussion and ask the students to evaluate their own policy statement.

1. Is the policy statement ethical? Why? or why not?

2. Is the policy statement manipulative? Why or why not?

3. Are they concerned about delivering on any promises that might have been made in the policy statement?

4. Are they concerned about alienating any segment of their voting population with their policy statement?

c. Show video excerpts of the Washington Journal. Have students view discussions of campaign news stories that focus on segments of the voting population and the impact that these demographic groups are having on the campaign.

Ask students to note what journalists say about the way candidates are responding to different demographic groups. Pause the tape and ask students to voice their comments and what they have noted from the journalists. Ask students to reconsider their response on the above noted questions.

d. Continue to observe candidate policy statements throughout the campaign. Has a candidate fluctuated on a position? If so, did demographic groups contribute to the noted fluctuations?

Additional Activities:

1. Contact the U.S. Census Bureau or visit their web site to learn more about the census process. Gather information for your homestate. Based on that information, have students make some predictions on how candidates will communicate about public policy issues to segments of the voting population in their state.

2. Have students create posters to communicate the policy statements created in the above activity.

3. Contact campaign headquarters at the national or regional level and interview a staff member about the role of demographics in their campaign.

C-SPAN in the Classroom

Campaign 2000

Campaign Topics
Voter Appeal: The Undecided Voter

Activity Overview

Students will study the reasons why and how candidates reach out to undecided voters at a particular stage in the campaign.

Objectives

Students will:

- Define undecided voter.
- Examine one way campaigns refocus their strategies after a major campaign event.
- Analyze ways candidates are reaching out to undecided voters.
- Interview and draw conclusions about voters motivations.
- Make recommendations to candidates based on their research.
- Evaluate their recommendations by comparing them to actual campaign strategies.

Materials

- Videotapes of selected segments of C-SPAN's Road to the White House and Washington Journal
- Internet access

Procedure

BEST COPY AVAILABLE

Part 1: Preparation

a. Present students with the following definition.

Undecided voters: An individual who has not decided for whom to vote for in an election.

b. Why, after the national conventions, might campaigns shift attention toward undecided voters? Point out that after the primaries, candidates have been whittled down to one for each major political party. Partisans whose candidates lost in the primaries may be open to "crossing-over" and voting for someone from another party. In addition, there are fewer candidates to choose from, so, in theory, each candidate's chances of attracting an undecided voter are increased.

c. Pose the question that will be answered first through research, then by students in the culminating activity: How does a candidate craft messages and events to seek out and secure the support of undecided voters?

d. Review C-SPAN's Campaign 2000 coverage and other media sources. Identify the audiences which the candidates are addressing. Are the candidates speaking to groups of supporters? Or are they speaking to groups that may be comprised of undecided voters?

e. Review recent polling information:

What percentage of the voting population is still "undecided"? Is this percentage large enough to sway the election?

Create an analogy: To a candidate, an undecided voter is like a _____ is to a _____ .

Part 2: Student Activity

a. As a class, identify the reasons a voter may remain undecided at this point in the campaign season.

b. Watch C-SPAN's Washington Journal during a segment that addresses newspaper stories, or a campaign issue. Take note of the comments of callers phoning in on the "moderate" line. Are moderate voters more likely to be undecided than liberal or conservative voters? Why or why not? What issues are of concern to this group of voters?

Additional Activities

1. Divide students into groups. Have each group develop a short survey to interview two to three undecided voters and determine the reasons each is unsure of his or her choice. Conduct surveys. Review survey results as a class. Revise hypotheses, if necessary.

2. Divide students into groups to role play the job of a campaign advisor. Create at least one group for each major candidate. Based on the research, and the current polling data, groups should offer a campaign strategy that will draw undecided voters to their candidates. What messages will the candidate emphasize? What events will the candidate attend?

   Students should share their strategies with one another and with a panel of undecided voters. Create a matrix to evaluate each strategy using criteria students have developed based on their research.

3. Continue to track candidates' appearances on C-SPAN and other media. Visit the candidates' web sites to see how close the students' strategies are to what the candidates are actually doing.

C-SPAN in the Classroom

Campaign 2000 Topics

Campaign 2000
Voter Appeal: Presidential
Candidate Profile Interviews

1999 C-SPAN Teacher Fellow John Frank developed this Teacher Guide to use with C-SPAN's Campaign 2000 profile interviews.

"This Teacher Guide offers ways for students and teachers to use the programs to explore the candidates' policy positions and personal qualities."

Before Viewing Campaign 2000 Profile Interviews have students research the candidate's background prior to viewing the interview. Visit C-SPAN's Campaign 2000 web site to gather some basic information on the presidential race.

Students can research and record the following in a notebook:

- List information about the candidate's family, educational, and professional background.
- List three positions on domestic policy.
- List three positions on foreign policy.
- Answer the following question: Why is this candidate running for president?
- Where has the candidate traveled during the past few weeks? To which organizations or groups has the candidate spoken during this time? List several.

BEST COPY AVAILABLE

- What are the sources of the candidate's campaign funding? How much money has the candidate raised so far?

- What questions do you have about the candidate's political background or views? What questions do you have about the candidate's personal background or philosophies?

While Viewing Campaign 2000 Profile Interviews Directions: Answer the following questions with information from the profile interview.

Candidate's Name:

1. Why does the candidate want to become president of the United States?

2. List some of the candidate's positions on domestic or foreign policy:

   a.

   b.

   c.

   d.

   e.

3. List some of the themes that recur in the candidate's answers:

   a.

   b.

   c.

   d.

   e.

4. Which question was the most difficult for the candidate to answer? What was his or her answer?

5. How would the candidate complete the following sentences:

   The federal government should _____
   The federal government should not _____

6. Which colleagues, advisors, or staff members are playing a role in the candidate's campaign? Describe some of the individuals involved in the campaign and the roles they are playing.

7. Which authors, colleagues, friends or family members have been influential in the candidate's life? Explain how.

8. List some of the candidate's expectations or plans for the campaign.

9. What did you learn by watching the interview that you had not previously learned from another source?

After Viewing Campaign 2000 Profile Interviews

Review students' answers and draw some general conclusions about the strengths and weaknesses of this candidate. What are students' personal opinions about the candidate? Explore the campaign further by having each student assume one of the following roles and complete the appropriate activity.

1. Campaign Manager

   List your candidate's strengths:

   a.

   b.

   c.

   Now, create a schedule for a day on the campaign trail that will emphasize the candidate's strengths and reach out to potential voters. What will the day entail?

2. Media Consultant

   Design a storyboard (a series of six to ten pictures) that outlines a campaign commercial for your candidate.

3. Political Pollster

   Prepare to take a poll. What information from the voters will help this candidate shape his or her campaign strategy?

Now craft poll questions that will elicit the desired information. Survey thirty of your fellow students, and make a recommendation to your candidate.

4. Federal Election Commission Official

Examine and chart the sources as well as expenditures of campaign fund for the candidate. (The web site for the Federal Election Commission contains information about campaign finance regulations and quarterly reports for each candidate.)

Now write a short analysis of the candidate's campaign strategy based on their expenditures and sources of revenue. Make predictions as to how fundraising will affect the campaign.